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RELATIONSHIPS BETWEEN PERSONNEL POLICIES AND FACULTY LIFE-RECORD DATA IN PUBLIC JUNIOR COLLEGES.

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ADMINISTRATION POLICIES ON THREE INDEPENDENT VARIABLES (RANK, TENURE, AND EVALUATION) RESULT IN DIFFERENTIAL SELECTION OF FACULTY MEMBERS, AS SHOWN BY 57 VARIABLES IN BIOGRAPHICAL DATA OF SUCH FACULTY. THESE VARIABLES INCLUDE AGE, SEX, AMOUNT AND KIND OF EXPERIENCE, SOCIAL SKILL, COMMUNITY OR PROFESSIONAL ACTIVITIES, FAMILY BACKGROUND, ETC. A GROUP OF 251 FACULTY MEMBERS WAS SELECTED ACCORDING TO THESE CRITERIA--(1) FULL-TIME STATUS, (2) LACK OF ADMINISTRATIVE DUTIES, AND (3) TEACHING ASSIGNMENTS PRIMARILY IN AREAS APPROVED FOR STATE AID. FROM THEIR RESPONSES, A 4-DIMENSIONAL CHI-SQUARE ANALYSIS WAS CONDUCTED, DISPLAYING THE INTERACTIONS AMONG THE INDEPENDENT VARIABLES AND THE DEPENDENT VARIABLES. IT WAS CONCLUDED THAT (1) RELATIONSHIPS ASSOCIATED WITH PRESENCE OR ABSENCE OF TENURE, EITHER DESIRABLE OR UNDESIRABLE, GIVE NO INDICATION OF THE BEST POLICY TO PURSUE, (2) RELATIONSHIPS ASSOCIATED WITH EVALUATION INDICATE THAT A FORMAL POLICY IS WORTHWHILE AND CONTRIBUTES TO EFFECTIVE INSTRUCTION, AND (3) RELATIONSHIPS ASSOCIATED WITH RANK INDICATE THAT A POLICY OF ACADEMIC RANKING IS NOT WORTHWHILE AND INTERFERES WITH EFFECTIVE OPERATION OF THE COLLEGE. THIS ARTICLE IS PUBLISHED IN THE "CALIFORNIA JOURNAL OF EDUCATIONAL RESEARCH," VOLUME 15, NUMBER 3, MAY 1964. (HH)

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CONTENTS

The Editors Say 104
Current Research in Progress 105
Meet Your CACER 111
Ethical and Philosophical Attitude Patterns of Student Majors in Four Disciplines 112
Sheridan S. Pricert
Questionnaires to Administrators: Rate of Return 122
R. Murray Thomas
Some Issues Relating to the Validity of the WAIS in Assessing Mental Retardation 130
Allen P. Webb
Factor Analysis of Nonoccupational Scales of the Strong Blank, Selected Personality Scales, and the School and College Ability Test 136
Lawrence H. Stewart
The Legal Status of Corporal Punishment in the Public Schools . 142
Morris Val Jones
Relationships Between Personnel Policies and Faculty Life-Record Data in Public Junior Colleges 150
Vernon L. Hendrix
Research Papers Received at 1964 CERA Conference 158

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Relationships Between Personnel Policies And Faculty Life-Record Data in Public Junior Colleges

VERNON L. HENDRIX

IN a recent article (4) it was shown that the presence or absence of certain academic personnel policies and procedures in public junior colleges was related to personality measurements of faculty members in the colleges. This demonstrated that these policies (the presence or absence of: 1. academic rank titles, 2. policies and procedures for securing tenure, and 3. formal evaluation or merit rating systems) result in the differential selection of faculty members, as indicated by personality variables.

This report concerns itself with relationships between the same independent variables (rank, tenure and evaluation) but with different dependent variables--life-record data reported by the faculty members in the colleges. The hypothesis underlying this portion of the study was that the selected administrative policies and procedures were related to life-record data obtained from junior college faculties which are the objects of these policies and procedures. The "subject" of this study was still conceptualized as the population of instructors from which the public junior colleges of Texas obtain their full-time academic faculties. The colleges were then the "experimental situations" in which certain treatments (the three administrative policies and procedures) were applied to the population of instructors, this resulting in, as hypothesized, the differential selection of faculty members, as indicated by reported life-record data.

Extensive analysis of the literature permitted selection of 57 dependent variables. Basically, two criteria were used: 1. It has been demon-

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strated that the particular life-record variable is related to matters of concern to educators, such as student achievement; 2. The item can be obtained with sufficient reliability, validity, and ease to be of use to those concerned, such as administrators and board members.

For example, one study found that fewer women than men were willing to submit to evaluation procedures, that single women were less willing to submit to evaluation procedures than married women, that teachers in smaller towns were more willing to submit to evaluation than people in large cities, and that less experienced teachers were more willing to be evaluated than more experienced teachers (10:35-37). This causes one to suspect that since teachers react differently to the same environmental situation, with respect to their distinguishing life-record characteristics, that some process, as hypothesized, might be operative, and would, over a period of time, result in the accumulation of faculties exhibiting certain characteristics.

Similarly, another study has shown that a larger proportion of female than male teachers from private junior colleges furnished usable questionnaires (7:55). A difference was also observed between the responses of teachers from public and private junior colleges, in reported church attendance, lodge membership, participation in lodge activities, participation on committees, regularity of attendance at club meetings, elective offices in club groups, service on church committees, participation in church activities, membership in service clubs, voting activity in local elections, membership in professional organizations and state teachers' organizations, attendance at professional meetings, service on panels at professional meetings, election to office in professional groups, appointed offices in professional groups, and participation in workshops.

Brookover (1), Eckert (2), Gowan and Dible (3), Mazlow and Zimmerman (5), Ryans (6), Smith (7), Stecklein and Lathrop (8), and Woodburne (11;12), among others, were particularly useful in the identification of the 57 dependent variables finally selected for analysis and the interpretation of them as related to instructional effectiveness.

Procedure

For details concerning the selection of colleges, the conceptual design of the study, and the basic procedures, the previous report should be consulted (4).

Summarizing, the seven colleges finally selected were as similar on identified control variables (4) as possible, thus differing only according to the presence or absence of the personnel policies being studied. This minimized any differential selectivity attributable to anything other than

the independent variables, and maximized the probability of obtaining differences in faculty life-record data related to the independent variables.

Responses were received from 251 faculty members, this representing 70.7 per cent of the faculty members in the seven colleges studied. There was no significant difference in the proportion of responses from the seven colleges (chi square = 9.185, d.f. = 6).

A four-dimensional chi square analysis was conducted, which permitted an assessment of the interactions among the independent variables (singly, in pairs, and all three together) and each of the dependent variables. This procedure is analogous to factorial analysis of variance design. In Figure I, the placement of colleges and faculty in the design is indicated. The combinations of policies represented by the two empty cells do not exist in the population.

FIGURE I
Colleges in Chi Square Design and Number of Faculty Members Represented

	Tenure		No Tenure	
	Evaluation	No Evaluation	Evaluation	No Evaluation
Rank	College A 45 Teachers	College B 42 Teachers		College E 37 Teachers
No Rank		College C 26 Teachers	College D 45 Teachers	Colleges F and G 56 Teachers

Three criteria were established for the selection of faculty members. 1. They should be regular full-time faculty members. Part-time faculty members were eliminated on the assumption that their characteristics might differ due to their inclusion in another population. Sufficient literature is available to indicate that people do differ significantly on the basis of their chosen careers and formal training. Thistlewaite (9) shows that faculty members vary significantly, within the academic area, depending upon their specialization. 2. The faculty members should not have administrative duties or responsibilities which place them in positions of authority and responsibility over other faculty members. This criterion is based upon the assumption that people aspiring to or achieving such positions differ from regular teaching faculty members. 3. The faculty member should teach primarily in areas that are approved for state aid. Within the Texas framework, this effectively restricts the population to teachers within the academic areas, such as the natural sciences, physical sciences, social sciences, humanities, fine arts, health and physical

FIGURE II

Significant Life-Record Variable Relationships Associated with Each Policy Variable

Life-Record Variables	Rank		Evaluation		Tenure	
	yes	no	yes	no	yes	no
Scholarly organization memberships	fewer					
Professional organization memberships	fewer		more			
Participations on panels at scholarly meetings in previous three years		more				
Participations on panels at professional meetings in previous three years			more			
Number possessing doctor's degrees	more	fewer				
Graduations from college with high or highest honors	more					
Years of junior college teaching experience before present college	fewer	more	more		fewer	more
Number with 1 to 4 years of teaching experience in colleges other than junior colleges	more	fewer			more	fewer
Number earning first degree before age 26	more	fewer				
Number receiving second degrees from state universities, church-related and private colleges versus state colleges and teacher's colleges	more	fewer	more	fewer	more	fewer
Number raised in large cities versus being raised on farms	more	fewer	more	fewer	more	fewer
Number of schools attended before high school graduation	more		more			
Number of towns lived in before high school graduation			more			
Number reporting father's occupation as professional, technical, managerial, official or proprietary versus farming, laborer and other	more		more	fewer		
Number reporting mother's birthplace outside of Texas					fewer	more
Number with three or more siblings					fewer	
Participations in dramatic activities while undergraduates	fewer				fewer	
Participations in social organizations while undergraduates			more			
Number at present college for five years or less	more				more	

education, as well as the pre-professional areas, such as business, education, and others.

Analyses

At the 5 per cent level of confidence or less, the presence or absence of rank was statistically significantly associated with 14 (24.6 per cent) dependent variable measurements. The presence or absence of a formal evaluation policy and procedure was statistically significantly associated with 9 (15.8 per cent) dependent variable measurements. The presence or absence of tenure was statistically significantly associated with 8 (14 per cent) dependent variable measurements. These 31 relationships accounted for only 19 of the 57 life-record variables, since several were significantly related to two or three policies. Only these 19 are presented in Figure II, with the nature of the relationship indicated. The 38 life-record variables not significantly related to the independent variables were omitted from Figure II and were: secondary teaching experience, military experience, other nonteaching employment, number of children, rank in high school graduation class, rank in college graduation class, rank in graduate school class, miscellaneous honors in college, publications and papers read in previous three years, membership in civic organizations and lodges, attendance at scholarly and professional meetings in previous three years, present age, age when second degree was earned, age at marriage, marital status, type of college attended for final degree, place of birth, total undergraduate extracurricular activities, participation in intramural and varsity athletics, speech-debate and musical activities, fraternities, sororities and academic organizations, employment status and per cent of living costs earned as undergraduate, father's and mother's education, father's birthplace, mother's occupation, number of older and younger siblings, and religious affiliation.

Several interaction chi squares were statistically significant but only one was amenable to separate and meaningful interpretation. It will be discussed in the following section.

Discussion and Conclusions

In general, two processes might be operative to explain the indicated significant relationships:

1. Either the policies result in the attraction and retention of faculties exhibiting certain characteristics, or

2. The "accumulation" of faculty members with certain characteristics, as the result of unidentified factors, results in the establishment of these policies. The second process is more likely in the case of tenure

and rank policies, since these are often established as the result of faculty initiative, whereas the first process would be more likely in the case of evaluation policies, as these are usually the result of administrative initiative.

The greater proportion of faculty members possessing doctor's degrees in institutions granting rank is most likely a result of policies which specify such degrees as necessary, or usually necessary, for the higher ranks.

It was observed that in institutions with rank and tenure policies the amount of previous junior college teaching experience is less and the amount of teaching experience in colleges other than junior colleges is greater, in the one-to-four-year category. It may be concluded that junior colleges with these policies attract more faculty members from senior institutions.

The relationship between evaluation and previous junior college teaching experience might indicate that in colleges using evaluation policies and procedures, administrations rely more heavily upon previous teaching experience in their attempts to select the most successful and effective teachers. Also, it could be that faculty members with previous junior college teaching experience are more confident of their ability to succeed in situations involving formal evaluation of their professional activities. It is interesting to note that a greater proportion of faculty members in colleges using evaluation reported participation in social organizations while undergraduates. If this is indicative of greater social abilities and skills, such faculty members would probably be more comfortable in situations involving evaluation than less socially skilled persons.

Analysis indicated that a greater proportion of the faculty members in institutions with rank and tenure reported that they had been at their present position for five years or less. This would permit the hypothesis that faculty members drawn from other colleges because of academic rank and tenure policies, might also be drawn away at a later time to other endeavors or back to senior institutions. This implies a higher turnover rate in colleges with rank and tenure policies.

One may hypothesize that junior colleges granting academic rank tend to attract the more academic and scholarly faculty members, if college graduation with highest and high honors and at an earlier age are indicative of such academic and scholarly talents. This is also supported by the greater proportion of faculty members, in institutions granting rank, indicating their fathers' occupations to be in higher socio-economic categories, since evidence is available to indcate that greater intelligence in offspring is usually associated with higher socio-economic levels.

A similar conclusion can be made if the relationship is noted between the presence of evaluation policies and fathers' occupations. If the assumption regarding "intelligence" and socio-economic status is noted, it would appear that evaluation procedures result in the retention of more intelligent teachers.

It might also be hypothesized that the presence of rank is inducive to a more academic and scholarly atmosphere (or that a more academic and scholarly atmosphere is inducive to rank), thus emphasizing these areas in the junior college curriculum. If it is assumed (as the literature indicates), that the goals of the multi-purpose junior college do not warrant special emphasis in these areas (this being more appropriate for senior institutions), the presence of rank would appear to be detrimental.

The analysis indicates that the presence of rank is associated with fewer memberships in scholarly and professional organizations, as reported by the faculty members, and also fewer participations on panels at scholarly and professional meetings. If, as the literature often indicates, such measurements are assumed to indicate interest in professional matters and scholarly development, this would appear to be an undesirable result. Such conclusions must be made with caution, however, since there are numerous other ways in which evidence of professional and scholarly growth might appear.

It should be noted that an opposite relationship is found to exist between evaluation policies and professional organization memberships and participation on professional panels, as faculties reported more memberships and panel participation. This relationship would seem desirable but must be assumed with caution, as it is possible that in situations conducting evaluation more faculty members might be tempted to belong to more professional organizations to improve their "ratings." The increase in participation indicates that this is probably genuinely related to more effective teacher behavior.

It is also concluded that faculties in colleges with rank and evaluation exhibit more varied backgrounds. The socio-economic status of their fathers, the number of high schools attended, the number of towns lived in (all indicating greater mobility) and the number of social organizations belonged to as undergraduates permit this conclusion.

Interactions among the independent variables were not generally meaningful in themselves, thus their omission in previous sections. It was indicated, however, that a larger proportion of faculty members in colleges without rank and tenure were raised on farms. This perhaps lends additional strength to the conclusion regarding varied background and also tends to reinforce the conclusion concerning social abilities and skills.

Relying upon the literature regarding relationships between the dependent variables and the effectiveness of teacher behavior, the following final conclusions might be presented:

1. Relationships associated with the presence or absence of tenure, although some appear desirable and others undesirable, permit no final conclusions regarding tenure policies and procedures.
2. Relationships associated with the presence or absence of evaluation, although some appear desirable and others undesirable, generally indicate that formal evaluation policies and procedures are worthwhile and contribute to effective instruction in public junior colleges.
3. Relationships associated with the presence or absence of rank, although some appear desirable and others undesirable, generally indicate that academic rank policies and procedures are not worthwhile and probably interfere with the effective operation of public junior colleges, especially those of a more comprehensive nature.

Although these value judgments (based on the literature) may be questionable, it is safe to conclude that those policies do result in the differential selection of faculty members (or the selection of faculty members results in the establishment of policies), when the policies and procedures are free to operate. (For example, in a state with uniform tenure laws covering all districts, no differentiation might be expected among colleges in the state due to this policy, although differentiation might occur among states.) Those responsible for the educational programs of the colleges in a given community must ultimately decide what type of faculty they wish to attract.

Further research is indicated, especially in the area of socio-metric analyses and environmental measurements.

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Continued on page 160